# General Education Course Data Entry Worksheet

# *An aid for data submission by participating departments to the GEC*

**FOREIGN LANGUAGES**

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| **Program Goal** | **Course Prefix and number** | **Course Name** | **Academic Semester** |
| **F: Foreign Languages** |  |  |  |
|  | **Is this an** **HONORS course?** | **Course section number(s)** | **Total number of students in the section(s) of the course** |
|  |  |  |  |
| **Types of course assessments:**Please tell us**the assessment methods** you utilized in this course in order for students to demonstrate their competencies for each Student Learning Objective (SLO). We are not asking you for data for all of these methods, we would just like to know what kinds of assessments you assigned to students in this iteration of the course. (Please check all that apply.)If an objective was not assessed, choose 'none'. |

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|  | Exam or Quiz objective questions | Exam or Quiz essay questions | Project | Essay, Report, or Written Reflection | Other (describe below) | None (IF not assessed) |
| Oral Communication |[ ] [ ] [ ] [ ] [ ] [ ]
| Written Communication |[ ] [ ] [ ] [ ] [ ] [ ]
| Cultural Awareness |[ ] [ ] [ ] [ ] [ ] [ ]

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| **For the data being reported here:**Please tell us**the assessment tool method** that was used to collect the data that you are reporting for each Student Learning Objective (SLO) for this course. If an objective was not assessed, choose 'none'. |

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| Oral Communication |[ ] [ ] [ ] [ ] [ ] [ ]
| Written Communication |[ ] [ ] [ ] [ ] [ ] [ ]
| Cultural Awareness |[ ] [ ] [ ] [ ] [ ] [ ]

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| **Student Learning Objective** | Please give a **detailed description of the assessment method** for each **Student Learning Objective**. Please be specific.( e.g. Data were collected from student responses to an essay question as part of the final exam. OR, e.g. Data were collected from written selections that students submitted in response to the following prompt: \_\_\_\_\_\_) |
| **SLO1: Oral Communication** *The student communicates ideas and thoughts orally at the appropriate level according to the ACTFL proficiency guidelines.* |  |
| **SLO2: Written Communication** *The student communicates ideas and thoughts in writing at the appropriate level according to the ACTFL proficiency guidelines.* |  |
| **SLO3: Cultural** **Awareness***The student demonstrates understanding of some basic elements of the target culture in terms of its products, its practices and its perspectives.* |  |
| **YOUR SUMMARY OF DATA COLLECTED** |
| **Student Learning Objective (SLOs)**  | **Levels of competency:****How many students demonstrated each level of competency on** **the assessment method used to collect data.**Levels of competency are not the same thing as the grade earned on the assignment. Please utilize the rubric on the following page to determine what constitutes “**unsatisfactory**,” “**emerging**,” “**developing**,” “**proficient**,” and “**mastery**” levels of student competency. | Please **describe the Use of Results for each Student Learning Objective.** Please be specific. Several sentences are appropriate to give us a detailed look at **how** you plan to use this data to improve student learning in future iterations of the course. ***Please be prepared to submit one student artifact for each level of competency (unsatisfactory, emerging, developing, proficient, mastery) for each of the three SLOs.*** |
| **Unsatisfactory** | **Emerging** | **Developing** | **Proficient** | **Mastery** | **None \*\*** |  |
| **SLO 1:** ***Oral Communication*** |  |  |   |  |  |  |  |
| **SLO 2:** ***Written Communication*** |  |  |  |  |  |  |  |
| **SLO 3:** ***Cultural Awareness*** |  |  |  |  |  |  |  |

\*\* students who were registered for the course but, for some reason, did not complete the assessment you are reporting data for, should be included in the “none” column. (*e.g., 4 students did not answer that question on the essay exam, so 4 will go in that column*)

A **program goal** is a clear statement that expresses what our program will do for students. Each goal is designed to prompt and guide teaching practice and program assessment.

A **student learning objective** is a clear statement about what we expect students to learn or accomplish. Like any type of objective, a student learning objective is a desired outcome.

A **student learning outcome** is the result of a learning process; in other words, it is an actual outcome. To foster assessment of student learning, student learning outcomes must be observable, observed, measurable, and measured. Student learning outcomes can be characterized using an ordinal scale of competency (e.g., unsatisfactory, emerging, developing, proficient, and mastery).

A **competency** is the ability to do something successfully.

**FOREIGN LANGUAGE CURRICULUM**

**RUBRIC OF LEARNING OBJECTIVES (DESIRED OUTCOMES) & COMPETENCIES**

**Program goal: Guide and prompt students to understand and demonstrate oral and**

 **written communication in a foreign language as well as awareness of a**

 **foreign culture.**

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| **Learning Objectives***Desired Outcomes* | **Student Learning Outcomes’ Levels of Competency:** |
| **Unsatisfactory** | **Emerging** | **Developing** | **Proficient** | **Mastery** |
| **Oral Communication** *The student communicates ideas and thoughts orally at the appropriate level according to the ACTFL proficiency guidelines.* | Fails to demonstrate attainment of oral achievement when engaged in a simple conversation. Most of the utterances are made in English, sometimes with a translation into L1. | Uses mainly memorized sentences and phrases. Uses basic vocabulary from the textbook. Uses memorized questions from the textbook. When having difficulty, negotiation of meaning is initiated, but not sustained. With difficulty, can handle simple transactions that were introduced in class. | Attempts to use sentences and phrases of his/her own although with some inaccuracies. Attempts to use varied vocabulary from across lessons. Attempts to ask both memorized questions and questions of his/her own.  Negotiation of meaning is used. With relative easiness, can handle simple transactions that were introduced in class. | Demonstrates the ability to use complete sentences when dealing with some familiar topics. Uses mainly memorized words and phrases. Asks and answers simple questions although not always accurately. Can handle unknown simple transactions with some difficulty. | Skillful use of original sentence level text to express ideas and thoughts orally on familiar topics mainly in the present tense; excellent use of new vocabulary and verb forms. Creates with the language. Negotiates meaning effectively. Asks and answers simple questions accurately.Can handle an unknown simple transaction with accuracy.  |
| **Written Communication** *The student communicates ideas and thoughts in writing at the appropriate level according to the ACTFL proficiency guidelines.* | Fails to demonstrate attainment of writing achievement when engaged in a simple writing task. Most of the sentences are done in English, sometimes with a translation into L1. | Writes mainly memorized sentences and phrases. Uses basic vocabulary from the textbook. With difficulty, can handle simple writing tasks that were introduced in class. | Attempts to write sentences and phrases of his/her own although with some inaccuracies. Attempts to use varied vocabulary from across lessons. With relative easiness, can handle simple writing tasks that were introduced in class. | Demonstrates the ability to use complete sentences when writing about familiar topics. Uses mainly memorized words and phrases. Can handle unknown simple writing tasks with some difficulty. | Skillful use of original sentence level text to express ideas and thoughts in writing on familiar topics mainly in the present tense; excellent use of new vocabulary and verb forms. Creates with the language. Can handle an unknown simple writing task with accuracy. |
| **Cultural Awareness***The student demonstrates understanding of some basic elements of the target culture in terms of its products, its practices and its perspectives.* | Fails to demonstrate target culture awareness. Unable to identify key products and the relationship with the practices and the perspectives of the target culture. | Identifies, but cannot explain the relationship of a few cultural products with the practices and the perspectives of the target culture.  | Identifies and explains minimally the relationship of some cultural products with the practices and the perspectives of the target culture.  | Identifies and explains the relationship of the most familiar cultural products with the practices and the perspectives of the target culture.  | Identifies and explains in detail the relationship of well-known and less well-known cultural products with the practices and the perspectives of the target culture.  |